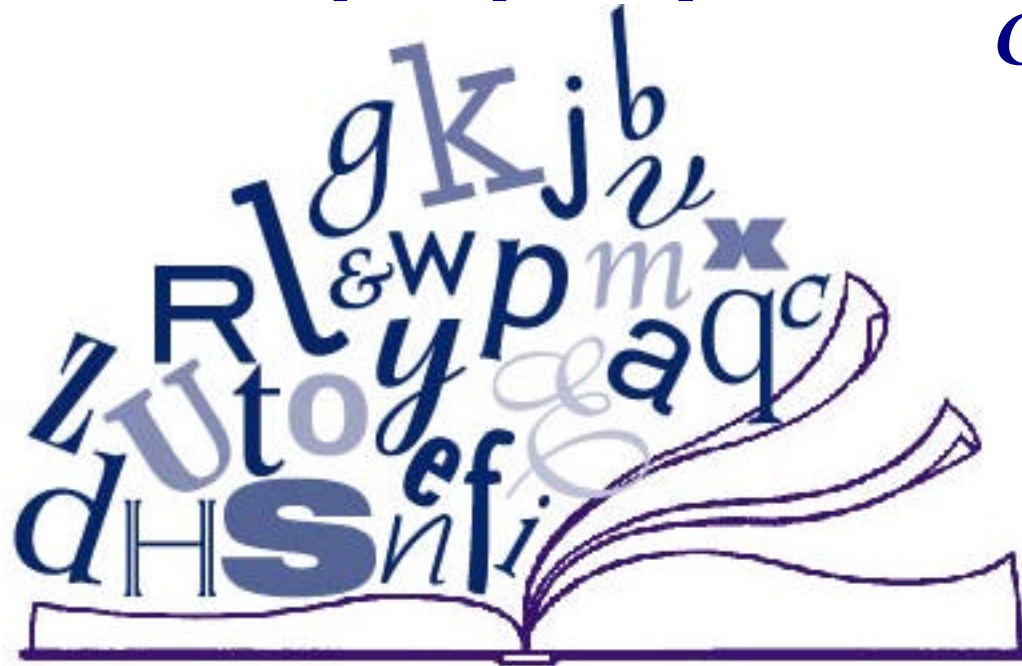# ENGLISH

Standards of Learning
Sample Scope & Sequence

Grade 6

Commonwealth of Virginia
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Grade 6 English Standards of Learning Sample Scope and Sequence

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The *English Standards of Learning Teacher Resource Guide* can be found in a PDF and Word file format on the Virginia Department of Education's Web site at http://www.pen.k12.va.us.

Grade 6 English Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at http://www.pen.k12.va.us/VDOE/Instruction/sol.html in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade 6 English Standards of Learning Sample Scope and Sequence

Introduction

The effective instruction of speaking, listening, reading, and writing improves all students' ability to understand and produce a variety of texts. Effective planning for reading and language arts requires frequent formal and informal assessments of all students. Knowing each student's instructional reading level, and each student's strengths and weaknesses with writing is also beneficial to planning for instruction. Effective planning balances direct instruction of skills and strategies with engaging daily opportunities for speaking, listening, reading and writing for all students, regardless of their skill level. Frequent modeling and the use of interactive small groups is also very effective at the middle school level.

This sample middle school scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standard of Learning in the Teacher Resource Guide. It is not intended to be a complete list of all the lessons that need to be taught and mastered during the middle school years, but instead organizes the key skills and processes around broad English concepts of oral language, vocabulary development, poetry, reading, writing, and research. It is essential that these topics not be isolated from each other but rather taught concurrently and repeatedly throughout the year across genres and content areas. A direct and systematic approach to teaching is recommended for all students as they improve their proficiency with speaking, listening, reading, writing, and use of media.

Grade 6 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Sixth Fall Semester	Sixth Spring Semester	Seventh Fall Semester	Seventh Spring Semester	Eighth Fall Semester	Eighth Spring Semester
Oral Language	6.1a-d 6.2a-c 6.5d-f 6.8a,b,e,f	6.1a-d 6.2 a-c 6.5 d-f 6.8a,b,e,f	7.1a-d 7.2a-c 7.3b	7.1a-d 7.2a-c 7.3a 7.6e	8.1a-d	8.1a-d
Vocabulary Development	6.3a-b 6.5c 6.9	6.3 a-b 6.5c 6.7c 6.9	7.4 7.1b	7.4 7.7b 7.10b	8.2	8.2
Poetry	6.1a 6.4b,d 6.5f 6.6a-c	6.1a 6.4b,d 6.5f 6.6a-c 6.7c	7.4 7.5b-c 7.7a-e	7.4 7.5b-c 7.7a-e	8.3a-f	8.3a-f
Reading/ Literature	6.4a-e 6.5a-f	6.4a-e 6.5a-f	7.5a-d 7.6a-e	7.5a-d 7.6a-e	8.3a-f 8.4a-d	8.3a-f 8.4a-d
Writing	6.7a-g 6.8a-f	6.7a-g 6.8a-f	7.8a-h 7.9	7.8a-h 7.9 7.10b-c	8.5a-h	8.5a-h
Research	6.9	6.9	7.10a-d	7.10a-d	8.6a-c	8.6a-c

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language Students should participate often in small and large group discussions. They should be encouraged to present personal opinions and learn to accept the personal opinions of others. Self analysis of effective communication should be introduced and the differences between facts and opinions reviewed.	Students are expected to:		▪ Opinion proof sheets ▪ Rubric for oral presentation ▪ Self-evaluation checklists ▪ Partner-evaluation checklists ▪ Video tape of student presentation ▪ Observation checklists ▪ Book talks ▪ Verbal summaries of group discussions ▪ Written self-reflection/evaluation of role in group	*English SOL Teacher Resource Guide*
	Recognize the difference between facts, which can be verified and opinions, which cannot be verified.	6.2a		
	Recognize and respect that each member brings to the group a unique point of view reflective of his/her background.	6.1d, 6.2b		
	Interact as both group leader and group members by ensuring that all other group members participate in the exchange of information; using strategies that contribute to the discussion, receiving and understanding feedback from others; responding to questions; relating and retelling information.	6.1a		
	Use verbal and non-verbal feedback from the audience to evaluate their own contributions.	6.1b		
	Restate briefly and critically the main idea or theme discussed within a group.	6.1c		
	Paraphrase, using their own words to describe information that they heard or read.	6.8b,e		
	Transform information through the use of graphic organizers.	6.8a,e,f		

Grade 6 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language (cont'd)	Process and verbalize the content and impact of each participant's contribution to the discussion by attending and focusing on what is said, retaining and rethinking what is heard, and inferring and assimilating new ideas.	6.1d	▪ Submission of graphic organizers, file cards, or outlines as part of a presentation	
	Read in order to gather, organize, and restate information for written and oral presentations.	6.5d, e		
	Show similarities and differences in the information found in several sources about the same topic.	6.5f		
	Organize a presentation, using clarity of thought to follow a logical progression of information and using organizers such as outline, file cards or a graphic organizer.	6.1a, 6.2c, 6.5e		

Grade 6 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Vocabulary Development Students should expand their vocabularies through direct instruction and a growing independence with reference books, use of context, and the study of Greek and Latin roots and affixes. Daily practice with vocabulary is the expectation.	Students are expected to:		▪ *Wordsalive* maps ▪ Word webs ▪ Quizzes/tests ▪ Application of new vocabulary in writing ▪ Cloze exercises ▪ Concept of Definition Maps ▪ Word sorts ▪ Semantic Feature Analysis Charts ▪ Identify dictionary information such as syllabification, pronunciation, part of speech, and etymology ▪ Metacognitive Survey (Miholic)	▪ *Wordsalive* Vocabulary Acquisition www.pen.k12.va.us/VDOE/Instruction/Reading/mreading.html ▪ *English SOL Teacher Resource Guide* ▪ *Teaching Reading in the Content Areas: A Resource Notebook for Reading Instruction in Content Classes Grades 4-8*
	Break multi-syllabic words into meaningful prefixes, suffixes, and roots in order to derive meaning based on understanding of word parts.	6.3a		
	Apply understanding of word parts to predict the meanings of unfamiliar words.	6.3a		
	Use knowledge of prefixes, suffixes, and roots to derive new words from a root word, such as deriving the noun *prediction* from the verb *predict*.	6.3a		
	Use reference books, such as dictionaries, thesauruses, and glossaries, to determine the most appropriate definition of an unfamiliar word in a given context.	6.3b		
	Identify clue words and phrases that help unlock the meaning of unfamiliar words.	6.5c		
	Use strategies for determining the meanings of unfamiliar words from the context of sentences or paragraphs.	6.5c		
	Select vocabulary and information purposefully in order to achieve an appropriate tone and voice.	6.7c		
	Understand and use the references available in the classroom and/or library including dictionary and thesaurus.	6.9		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature Students are expected to read widely in a variety of genres. Both fiction and nonfiction should be included as vehicles for direct instruction and independent reading. Reading across the curriculum should be stressed so that students begin to apply language arts to other content areas.	Students are expected to:		▪ Reading Response sheets ▪ Book reports ▪ Semantic Feature analysis charts ▪ Use Venn Diagrams for comparing authors' styles (language patterns, sentence variety, and vocabulary) or for comparing two stories by the same author ▪ Use Venn Diagrams for comparing genres, characters, or point of view ▪ Story maps ▪ Time lines ▪ Outlines	▪ *English SOL Teacher Resource Guide* ▪ *Interactive Reading* http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html ▪ *NCS Mentor for Virginia* ▪ *Teaching Reading in the Content Areas: A Resource Notebook for Reading Instruction in Content Classes Grades 4-8*
	Activate background knowledge prior to reading by means of discussion, use of anticipation guides, and previewing key vocabulary.	6.4a, 6.5a,c		
	Pose questions prior to reading, based on text features such as bold face type, italics, colored type, graphics, photographs, or headings and subheadings.	6.4a, 6.5a,b,d		
	Predict and then read to validate or revise the predictions.	6.4a, 6.5b,d		
	Recognize the characteristics of **realistic fiction** — a story that attempts to portray characters and events as in real life.	6.4a,c,e		
	Recognize the characteristics of **fantasy** — a highly fanciful story about characters, places, and events that are imaginary.	6.4a,c,e		
	Recognize the characteristics of **historical fiction** — a narrative of past events and characters based on history but largely inspired by the imagination of the author.	6.4a,c,e		
	Recognize the characteristics of **biographical fiction** — a narrative of a real person's life but largely inspired by the imagination of the author.	6.4a,e		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)	Use literary characteristics of fiction to comprehend and predict the outcomes of the story, including foreshadowing leading to prediction and plot development.	6.4a,e	▪ Personal response journal ▪ Student writing in a variety of genres ▪ Transform or rewrite text by changing a literary feature such as: genre, character, setting, point of view, or ending ▪ Opinion proof sheets ▪ Reading logs ▪ Question Answer Relationship ▪ Think Alouds ▪ Metacognitive Survey (Miholic) ▪ Two Column Note taking	
	Recognize the characteristics of **expository text** — nonfiction with the primary purpose to set forth an explanation or process.	6.4a, 6.5b,c		
	Recognize the characteristics of **argumentative text** — nonfiction with the primary purpose to state a position and set forth reasons and conclusions based on the argument supporting the position.	6.4a,b		
	Use knowledge of organizational patterns to follow the progression of an explanation and/or argument, the most common types of which are problem-solution, comparison-contrast, chronological or sequential, and cause-effect.	6.4a		
	Notice an author's style and craft, including language patterns, sentence variety, vocabulary, tone, voice, imagery, and figurative language.	6.4b,c		
	Show similarities and differences in the information found in several sources about the same topic.	6.5f		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)	Compare and contrast various authors' styles, including language patterns, sentence variety, vocabulary, tone, voice, imagery, and figurative language.	6.4b,d	▪ Identify examples of point of view in texts ▪ Retell or rewrite a text from a different character's point of view ▪ Retell or rewrite a text changing the point of view from limited to omniscient ▪ Create a monologue in the point of view of the main character ▪ Identify conflicts	
	Discuss and write about how the author's style elicits emotional responses from the reader.	6.1a, 6.4b,d		
	Distinguish between first and third person, and between limited and omniscient points of view in narrative text.	6.4 c,d,e		
	Understand plot as the development of the central conflict and resolution, the sequence of events in a story, or the writer's map for what, how, to whom, and when things happen in a story.	6.4a,e		
	Understand characterization as people, animals, and/or imaginary creatures that take part in the actions of the story.	6.4a,e		
	Explain that character traits are developed by what the character says, thinks, or does, as well as how other characters respond to him or her.	6.4a.e		
	Explain the internal and /or external conflicts in stories, including conflicts within characters, between characters, and changes in characters as a result of conflicts and resolutions in the plot.	6.4a,d,e		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)	Comprehend and remember details and/or facts in order to arrive at a conclusion or generalization.	6.4e, 6.5d		
	Summarize the main idea or theme of what was heard or read.	6.8c,e		
	Read beyond the printed text to understand the message or theme stated or implied by the writer.	6.4a,b,e, 6.5d		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Poetry Students should read and write a variety of poetry. Attention to the features of poetry is important but it should not overshadow the appreciation and enjoyment of poetry.	Students are expected to:		▪ Student collected anthologies ▪ Student written anthologies ▪ Use Venn Diagrams for comparing poems, poets, rhyme scheme, and other features ▪ Use graphic organizers displaying the features of poetry ▪ Apply metaphor, simile, personification to student prose writing ▪ Keep a poetry response journal with attention to emotional response ▪ Use a rubric for evaluation of poetry	▪ *English SOL Teacher Resource Guide* ▪ *Interactive Reading* http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html
	Identify imagery as words and phrases that appeal to readers' senses.	6.4b, 6.6a		
	Discuss and write about how the writer sets a tone that is appropriate to the topic, purpose, and audience by using specific word choice, rhythm, repetition, and voice.	6.1a, 6.6a,b		
	Discuss and write about how the author elicits an emotional response from the reader by means of specific word choice, rhythm, repetition, and imagery.	6.1a, 6.4b, 6.6a-c		
	Use figurative language and imagery in the writing of poetry to extend the meaning of words by creating pictures or impressions in the mind of the reader and by eliciting an emotional response from the reader by use of metaphor, simile and personification.	6.6, 6.7a,c		
	Select vocabulary and information purposefully in order to achieve an appropriate tone and voice.	6.7c		
	Compare and contrast the plot and character development in narrative poems with the plot and character development in short stories and/or longer fiction selections.	6.4d, 6.5f, 6.6c		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing Students should write daily and should work through the entire writing process several times each grading period. Direct instruction and practice in all stages of the writing process are important and attention should be paid to the three (tested) domains: composing, written expression, and usage and mechanics.	Students are expected to:		▪ Generate prewriting lists, webs/maps, clusters, or graphic organizers ▪ Complete and improve graphic organizers prepared by the teacher ▪ Use rubrics for prewriting, draft revision, and evaluation of final paper by peers, self, and teacher ▪ Identify features such as central idea, transitions, supporting details and/or figurative language in writing models by published authors, peers and self	*NCS Mentor for Virginia*
	Write narratives, descriptions, and explanations.	6.7a-g		
	Use prewriting to select and narrow a topic.	6.7a, 6.8a		
	Use selected prewriting techniques such as brainstorming, webbing, mapping, clustering, listing, graphic organizers, questioning and responding.	6.7a, 6.8a		
	Make lists to facilitate learning of content in all subject areas.	6.7a, 6.8a		
	Paraphrase, using their own words, to describe information that they heard or read.	6.8b		
	Summarize the main idea or theme of what they heard or read.	6.1c, 6.8c		
	Hypothesize information in writing in each content area such as estimating in math, hypothesizing in science, and predicting in history and social science.	6.8d		
	Organize and elaborate a unified central idea during writing using elaboration to give detail and depth to an idea and to allow the writing to continue flowing from idea to idea without interruption.	6.7a, 6.8e		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)	Synthesize information to form a new idea, such as combining parts from a variety of known and learned ideas into an original idea.	6.8f	▪ Compare and contrast two drafts to identify and articulate the features altered for improvement ▪ Practice writing topic and/or closing sentences in whole group, small group and individual writing ▪ Team writing assignments ▪ Identify vocabulary that contributes to tone and voice in published pieces ▪ Identify and list specific vocabulary to replace overused words ▪ Practice adding elaboration to flat paragraphs	
	Select vocabulary and information purposefully in order to achieve an appropriate tone and voice.	6.3b, 6.7c,d		
	Incorporate a variety of sentences, using appropriate coordination and subordination.	6.7d,e		
	Join words, phrases, clauses, and/or sentences using the appropriate coordinating conjunctions.	6.7d,e		
	Subordinate dependent clauses appropriately by using the proper subordinate conjunctions.	6.7d,e		
	Understand that revision includes rereading, reflecting, rethinking, and rewriting a drafted piece to make it better.	6.7e		
	Clarify, elaborate further and/or reorganize what has been drafted, returning to prewriting as needed to clarify audience, content, or purpose.	6.7b-e		
	Understand and apply information from the sentence formation, usage and mechanics eighth-grade skills list that appears on page MS-18 in the *English Standards of Learning Teacher Resource Guide*.	6.7f,g		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)			▪ Use checklists for peer, self, and teacher editing ▪ Revise and edit using color revision and checklists ▪ Revise sentences to increase variety particularly with coordination and subordination ▪ Edit by focusing on the elimination of double negatives and run-on sentences while building toward error free papers	

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Research Students must learn to use the library media center, including its technology.	Students are expected to:		▪ Scavenger Hunt on Internet or with library resources ▪ Produce research report using atlas, maps, and almanacs ▪ Identify appropriate interview questions in popular magazine interviews ▪ Write questions for and conduct an interview of a peer of parent	"Research Handbook" found in *NCS Mentor for Virginia*
	Understand and use the references available in the classroom and/or library including dictionary, biographical dictionary, thesaurus, atlas/globe, encyclopedia (both general and specialized), directories, and interviews.	6.9		
	Use the technology available in the classroom and/or library including such electronic sources as database, search engine, Internet as appropriate for school use, on-line periodical indexes, electronic encyclopedias and other material on CD-ROM.	6.9		